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ABSTRACT

Historically, the emphasis of parent involvement components in early childhood programs has been on teaching the parent to teach the child. Since the early 1980s, however, there has been a movement toward the development of support systems for families. Support activities are important for parents under stress, since stress can affect the ability of a parent to function, and can ultimately affect the development of the child. This study describes the Landerholm/Karr model, a parent involvement program at a university day care center that is designed to increase parent involvement. The purpose of the study was to involve as many parents as possible and to compare which activities were most successful in fulfilling that goal. A total of 71 parents participated in support activities for parents and for parents and children, educational activities, and leadership activities. Results indicated that activities that centered on food, and particularly those that included the provision of dinner, helped parents get involved in educational activities. For a variety of reasons, inclusion of food in activities was seen as a strong method of supporting parents. Parents infrequently involved in activities concentrated on only one or two activities, while frequently involved parents participated in a variety of activities. The provision of educational activities, especially computer sessions, at convenient times and for a short duration helped increase the number of parents who got involved. In general, results of the study indicated that support activities helped parents to feel comfortable and motivated them to try other educational programs. Contains 36 references. (SM)

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Adding Variety to Parent Involvement Activities

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Abstract

This article describes a study of a parent involvement program conducted at a university daycare center. The purpose of the program was to increase parent involvement in the following activities: support activities for parents; support activities for parents and children; educational activities; and leadership activities. The results of the study indicated that support activities helped parents to feel comfortable and motivated them to try other educational programs.

Adding Variety To Parent Involvement Activities

Rationale For The Parent Program

Historically, the emphasis of parent involvement components in early childhood programs such as Headstart, preschool, and early intervention programs for handicapped infants ages birth to three, has been on teaching the parent to teach the child (Gordon, 1975) Weikart & Lambie, 1970, Lambie, 1975-76). Research now documents the contributions of parents' involvement in their children's program to positive outcomes, such as higher achievement, (Becher, 1984; Benson, Medrich & Buckley, 1980; Henderson, 1987) increased parent skill, (Gordon, 1975, Weikart & Lambie, 1970, Kelly, 1982, McCollum & Stayton, 1985), and improved educational programs (See reviews by Goodson & Hess, 1975, Welsh & Odum, 1981, Cartwright, 1981, Greenwood & Hickman, 1991). As a result of this research, early childhood programs began to include parent involvement activities as an important component. In addition, this belief in the value of parent involvement, additionally, has effected legislative mandates requiring early childhood programs

to include parent involvement components: Headstart, P.L. 94-142, the Handicapped Children's Early Education Program, State Planning grants, and the new P.L. 99-457 and its revisions (P.L. 102-119) for working with families of handicapped infants ages birth - two.

Levels of Parent Development

The early parent involvement programs connected with Headstart and birth-three programs focused on educational type parent involvement activities and leadership type activities. These activities were basically of four types (described by early reviewers, Gordon, 1979, Hess et. al., 1971, Goodson & Hess, 1975:

(1) providing information to parents about child development, discipline, handicapping conditions, etc.,

(2) teaching parents to teach their own children,

(3) teaching parents to teach other children in the classroom,

(4) teaching parents to become involved in leadership activities such as teaching other parents, planning programs, participating in policy making and evaluation.

Since the early 1980's, there has been a movement toward the development of family support programs (Weisbourd, 1983). These programs emphasize the development of support systems for families rather than focusing on educating the parent to teach the child. These support activities included participation in parent groups, recreational activities, assistance in obtaining economic help, and social services, etc. (Welsh & Odum, 1981, Powell, 1986, Rundall & Smith, 1985, Landerholm & Karr, 1988, Lowenthal, 1991).

Support type activities are particularly important for parents under stress. Having a high number of stresses or risks can effect the ability of a parent to function and especially for that parent to nurture their children. A high number of risks, stresses, can therefore effect the development of the child (Jeremy and Bernstein, 1982, Honig, 1984, Badger, 1984). Having support (e.g. help from friends and family) and resources (financial resources, personal resources) reduces stress (Bristol, 1979, Zeitlin, Williamson & Rosenblatt, 1985, Dyson & Fewell, 1986, Gabel & Kotsch, 1981). Multi-risk families often have high levels of

stress (environment, parent and child) and low levels of support such as isolation, few friends, no phone, no transportation, lack of work (Cicchetti, 1987), Breitmayer & Ramey, 1982). Intervention programs with multi-risk families, according to Cicchetti, (1987) need to work on reducing the family's risks/stresses while increasing protective and buffer factors (e.g. improvement in finances, work, child in school or daycare, marital harmony, social support network).

In addition, Early Childhood Daycare Programs currently serve young families with two working parents and single parent families with several young children. These families often have high levels of stress, due to lack of both financial resources and time resources. Daycare programs could also be aware of these stress factors in developing parent involvement programs.

Support activities as well as educational and leadership activities are incorporated into the Landerholm/Karr model of parent involvement,(see table 1) so that parents in all types of circumstances can be accommodated. Their model suggests that many parents,

depending on their stresses and resources, will need support activities other parents will need educational activities of learning about the child and learning to teach their child and some parents will need policy making and leadership activities, (Landerholm & Karr, 1988).

Purpose Of The Study

A parent involvement program was set up for parents at a State University daycare center. Considering the factor of stress among daycare parents all of whom are working/attending school, and caring for families (single parent families and two working parent families), the program was set up to increase parent involvement by including activities at all four levels of the Landerholm/Karr scale:

Level I	Support Activities for Parents
Level II	Support Activities for Parent & Child
Level III	Educational Activities
Level IV	Leadership Activities

At level I the activities that were offered were:

a. refreshments and snacks at pick-up time (3-6

p.m., 3 days a week for 6 weeks)

b. one free pizza party for parents at pick-up time the last day of the program.

c. prizes of books for attendance at STEP (child rearing discussion group)

At level II the activities were:

a. short (10 min.) cooking projects with parent and child at pick-up time (3-6 p.m., 3 days a week)

b. video taping of parent and child during summer program and viewing tapes at the pizza party.

At level III the activities were:

a. toy lending library for parent and child

b. parent-child computer time

c. Systematic Training for Effective Parenting (STEP) program (child rearing/discipline discussion group with an Early Childhood/Special Education Professor and one graduate intern.)

At level IV the activities were:

a. contributing ideas & resources to the toy-

lending library.

The purpose of the study was to involve as many parents as possible and to compare which activities were most successful in terms of the numbers of parents involved. An additional goal was to further the training of graduate practicum students in the Early Childhood/Special Education Master's Program through their work as interns in the project. Six students were selected to work in the program.

Support Activities (Level 1 and 2)

Food was used in a variety of ways to provide support for parents, to develop a welcoming climate and to encourage parents to become involved in the parent/child involvement program. The program offered simple refreshments such as crackers, cheese, cookies, lemonade, and iced tea to the parents as they came in the daycare center to pick up their children from 3:00 - 6:00 p.m., 3 days a week. This part of the program was set-up and conducted by the graduate interns. The purpose of offering refreshments was to "get the parents in the door," to give them an opportunity to tell them about the other programs being offered, the

parent/child computer program, the toy lending library, the STEP program, and to encourage them to become involved. Often the parents would either stay to watch their child work on the computer, or sign up to work on the computer with the child at another time.

In addition to the daily refreshments, the gradate interns also invited the parents to a children's summer recipe demonstration, which was called "Summer Yummies." The graduate interns demonstrated these simple recipes; then parents and children prepared them and enjoyed eating them together. Afterwards Parents received the recipes.(See appendix) The purpose of the "Summer Yummies" demonstration was to show parents that cooking can be an enjoyable and educational way for them to spend time with their children. (This was a level 2 activity.) Cooking is instrumental in working on fine motor coordination, eye-hand coordination, reading and math skills, nutrition, and learning about the five senses. Many parents attended the demonstrations, and were enthusiastic about the recipe ideas for their children. These demonstrations were also short (10 minutes) and children and parents could

eat the results! Providing such short term activities together with foods to eat, nurtures parents rather than depletes their limited time and money resources.

Food played a part in the parent/child involvement program in one other way: at the pizza party! A pizza party was planned for the children and their parents as one more way for them to become involved. The parents had the option of bringing a dessert or snack so that they would have the opportunity to help out. However, if they weren't able to, it was not required. For many working parents, the support of having dinner provided so that they didn't need to cook was "wonderful."

The food aspects of the program were successful in attracting the attention of many parents, and played a large part in making the parent/child program a success. Some parents only participated in food activities. For other parents, having food with the STEP program encouraged them to attend. For other parents, eating with the graduate interns and developing friendships made them feel comfortable enough to attend the other educational programs like parent/child computer and STEP.

One other type of basic support that was offered was free children's books. This support was offered with the STEP (Educational Program). Many of the parents were encouraged to start coming to STEP because of the free books.

A third type of support was the personal involvement of the graduate interns. They greeted the parents at the door each day, introduced themselves and told the parents about the program. They put up colorful posters and personally invited each parent to stop by for some activity. The cooking activities and the parent/child computer activities were set up for a short time (5-10 minutes). This greatly added to the number of busy working parents willing to get involved. Video taping the parents and children at all of the activities and later showing the tapes at the pizza party were additional support activities that encouraged parents to get involved.

Educational Activities

The Toy Lending Library

The Toy Lending Library provided parents and children the opportunity to borrow educational books or

games from the center and use them in their own homes. It also provided parents and children the chance to spend quality time together.

A variety of games and books were chosen to interest children between the ages of three to seven. These items were purchased from Constructive Playthings. The games and books were numbered and the numbers were written on a board which remained in the room. Library pockets were labeled with the names of each game and book. These pockets were placed on a poster board. When the children wished to take a game or book home, they printed their name on an index card, placed the index card in the library pocket with the appropriate game or book title on it, and then were able to take the item home. The library pocket chart was a visual reminder to staff and parents that books and games were still out.

Guidelines for the library were:

1) The items borrowed should be returned the next day.
   - If given too much time, the games and books tend to get lost or broken.

2) The person who borrows the game or book is responsible for the item.
   - Children knew that they would have to replace the item that they borrowed if something happened to it.

3) The child or parent is responsible for taking the child's name out of the lending library pocket chart upon the return of the game or book.

The toy lending library was successful. Many parents and children used the library.

The Early Childhood STEP Project

Recruitment, Format, and Activities

The Early Childhood STEP Program (Systematic Training for Effective Patenting) (Dinkmeyer, McKay, and Dinkmeyer, 1989) was offered at the university daycare center for a series of seven sessions during the summer of 1991. Each meeting lasted two hours, from 4:00 to 6:00 p.m., and was held once a week. The participants were parents of children involved at the center and were recruited by the following methods and publicity: letters of invitation and by the center;

descriptive posters; and personal invitations extended by the teachers, practicum students, and group leaders to the parents when they picked up their children. As incentives for participation, child care and light refreshments were supplied. In addition, a child's picture book was given to each parent at the end of every session. As a result of funding from the university grant, the classes were provided at no cost to the participants. The group leaders for the meetings were a university professor of early childhood special education and one of the graduate intern. Early childhood graduate students also participated in the activities.

The group leaders employed a variety of instructional methods including: lectures and discussions; a review of readings in the text Parenting Young Children (Dinkmeyer, McKay, and Dinkmeyer, 1989); videotapes which depicted real life scenes in families; and feedback about problems that the parents encountered with their children. Instructional aids included: poster, charts, handouts, books, and videotapes. A number of sessions were videotaped to

provide information for the process of evaluation.

Except for the first meeting, all classes began with a description of the week's experiences that the parents had with their preschoolers. These interactions utilized the information and skills gained from the previous session. Successes and difficulties in using these patenting skills were described by the parents. This discussion gave opportunities to the group leaders to involve the whole class in making helpful suggestions in the areas of difficulty and in giving mutual encouragement and support for efforts and successes. At the end of each session, an activity of the week was suggested for the parents to practice with their families. In addition, a reading assignment was given.

Session One

Group leaders and participants introduced themselves. Parents described their family members including the names and ages of their preschoolers. The leaders explained the objectives of the STEP program which were:

1. To gain an understanding of early childhood

development.

2. To identify the goals of misbehavior and ways to foster positive behaviors.
3. To communicate effectively with young children.
4. To build a preschooler's self esteem through encouragement.
5. To develop effective discipline based on kindness and firmness.
6. To assist children to become socially responsive individuals.

Next, the participants were asked to explain their goals for attending the STEP Program. These objectives were:

1. "To upgrade my discipline skills."
2. "To find out what's going on in my child's mind."
3. "To learn about what is fair discipline."
4. "To learn how to deal with my son when he dares me to put him to bed."
5. "To deal with temper tantrums."
6. "To be consistent - my problem is following

through with threats."

7. "To know what to do when my child tries to divide me against my wife in discipline matters."

The content, discussed by the group, was based on the information in the first chapter of Parenting Young Children (Dinkmeyer, et al., 1989) and in an accompanying video depicting real life family situations. The following topics were included: children's temperaments; parental expectations; the importance of play; the value of positive reinforcement; and democratic child rearing. After the discussion, the activity of the week was explained by the group leaders. parents were asked to examine their expectations for their children to see whether they were realistic, positive, and if they needed to be altered. The next chapter in the patenting book was assigned to be read for homework. Last, the group leaders thanked the parents for their contributions, and all the participants were given picture books for their children.

Session Two

The second session followed the same format as the first meeting with the exception that the parents were asked to share their experiences in carrying out the previous week's activity. The group discussion centered on the following topics: children gain a feeling of belonging when others respond to their behaviors. There could be four goals for a child's misbehavior: attention, power, revenge, and a display of inadequacy. To identify the goal, the adults needed to notice the following events: how they felt when the child misbehaved; what they did in response; and how the child reacted.

As a summary, the participants were asked to comment on any insights gained from the session. Some of their comments were: "I will watch my response more so that I can avoid negative situations (with my child)." "Give them more attention for positive behavior." "I will try to look at myself before I discipline my child - I react too fast."

Session Three

Group discussion was focused on the following topics: how to treat our children with respect and

expect the same treatment from them. When parents encourage their children, they boost their self esteem and feelings of acceptance. Through the use of encouragement, parents let their preschoolers feel valued for their efforts. parents need to set reasonable goals for their children and not expect perfection.

Comments from the participants included the following statements: "I am learning to remember he's just a kid, and I shouldn't expect him to do things that he can't do yet." "It's okay to be imperfect - not expect everything to work out all the time."

Session Four

The group participated in discussing the following topics: the use of reflective listening as a way to discover the meaning behind a child's words and body language. Effective communication with children often involves the use of "I" messages. "I" messages tell the child how the parent feels without blaming the preschooler. The formula to follow for these messages involve the use of four words: "when," "I feel," and "because." An example would be, "When you throw toys,

I feel worried because somebody could get hurt."

A summary of comments made by the parents were: "I have a hard time with "I" messages - I just have to be patient, I guess, and practice more." "I learned from my son. He said that I didn't spend time with him. I said that we should talk together. He was telling me his feelings, and I used reflective listening."

Session Five

The main topics discussed by the group concerned methods of solving problems that arose between parents and children. Some methods suggested by the participants were: ignoring the problem; using reflective listening and "I" messages; making sure that children know the consequences of their behaviors; and exploring alternatives. These methods were explained in the readings assigned by the group leaders.

Some Comments from the participants concerning the insights gained from this session were: "I'll give my daughter choices within limits." "I learned what is his (my son's) problem and what is mine."

Session Six

In this class, conversation centered around the topic of effective discipline. Some successful methods that the participants discussed were: distracting the child; ignoring behavior when appropriate; structuring the environment; involving the child through choices and consequences; and using time-outs, if necessary, for misbehavior.

Comments made by the parents at the end of this session were: "I learned to discipline in a better way." "I want to use choices and consequences more" "I wish I had learned these techniques earlier. Knowing what I do not, I'd like to start all over." "I need to try to ignore misbehavior when appropriate."

Session Seven

The content of this final session dealt with fostering a child's social and emotional development. Some emotional challenges exhibited by preschoolers could be: sadness, jealousy, fears, anxieties, excessive crying, temper tantrums, and stress. Special concerns about the child's social development such as honesty, aggression, toilet training, bedtime and mealtime conflicts were discussed by the participants.

As a conclusion to the group meetings and as part of the evaluation process, the participants were asked to describe their reactions to the STEP Program. A summary of their comments follows: "A very positive program." "I learned to be more patient." "Knowing the goals of misbehavior helped me better understand my child when she acted up." "This program helped me get my confidence back as a parent - it validated what I was doing." "I like the reflective listening - I need to do more of it. "I learned to step back and listen to my child more." "I want to commend you for offering this course. The next time I want my husband to come."

During the last part of the meeting, certificates of participation were given to the participants. The session leaders congratulated each group member personally and offered additional information on available parent support groups in the community.

Evaluation

The parent group sessions had class sizes ranging from 12 to 5 people for a total of 63 participants. There were 13 parents including nine mothers, three

fathers, and one grandmother who was the primary caretaker of her grandson. There were four single parents, and the rest were married. All were from middle class homes. Most parents had one to two children, with at least one of preschool age. The average age of the children was three years old. The ages ranged from 2 to 5 years.

The participants informally rated the value of the parenting program as described in their comments listed previously. Many of the parents indicated they were successful in implementing the techniques stressed in the readings and classes through applying these with their own children. One of the most rewarding findings appeared to be the increased self confidence expressed by the participants in their parenting roles. The STEP Program was beneficial, according to these parents, because it was easy to understand and to use. In addition, it could be individualized to meet the needs of each person, and gave support to each one in his/her demanding role of parenting young children.

Parent/Child Computer Program

The unlikely combination of parents, a child, and

a computer provide a strong impetus for learning. Parents were invited to sign up for a 10 minute time slot at pick-up time (3:00 - 6:00 p.m., 3 day a week) to watch their child work with the computer or to work with them on the computer. The graduate interns provided assistance for computer use. The observed interaction between parent and child suggests that if carefully planned, the occasion for parents to work with children on computer can have significant benefits for both child and parents. At other times during the day, the graduate interns worked with just the children on the computer. At parent-child computer time, they would "show off" what they had learned.

Information about the computer activities and parent-child interactions were gathered for the purpose of improving services and planning further studies. Three strategies were used to gather information. First, ten children were informally observed working with the computer alone or with a classmate on six occasions, (an average of two times a week for thirty minutes for three weeks.) Second, students were observed working on the computer with one or both

parents present. Some parents just watched without any verbal or nonverbal exchange with their child. Others actively engaged in assisting the child. Third, the observer used guided questions about the computer activities while interacting with the children.

Computer Activities as Play

The three computer systems were set up in separate classrooms as additional learning centers. Each computer center included a computer, monitor, and printer. In addition, one system included an "Echo Card" for artificial speech synthesis. One system was based upon an original IBM computer and used a monochrome monitor. The other two included the older Apple IIe systems and color monitors. The center's philosophy of developmentally appropriate activities and self-discovery were echoed in the way the computer centers were used. While parents signed up for computer time on a first-come first-serve basis, the activities themselves were child-selected and child-centered. Ample software was available for children to select.(See appendix). While center staff might suggest types of programs for the children, especially

at the beginning of the program, the child could try any program or even just press the keys. As the summer progressed, children began to develop their favorite software and activities.

Software Selection

Careful thought went into the selection of software. Software was selected on the basis of the experiences of the adult staff, professional ratings of software by other educators (Hoffman, 1991), the range of children's physical, emotional, and cognitive developmental levels, and variety in subject areas. While some software was included that would need a high level of adult assistance, much of the software was selected to encourage independence of the child on the computer. In addition, software was evaluated during the program by observations of the ways in which children used it. Consequently, some software was added while other pieces were discarded throughout the duration of the program.

Solo and Peer Play

Children worked on a computer intensely as with any "toy." Many younger ones were able to put disks in

the computer with no help while others required assistance of nearby adults. The emphasis was on the children directing their own activities with some subtle adult guidance. Some children worked alone. Adults guided their initial use of a program and for some, placed it in the disk drive for the children. Acquisition of many concepts was observed as students interacted with the computer using language development oriented software, mathematics programs, and creativity development or drawing software. Problem-solving skills were developed as well through interactivity between software and student. Some children tried a program briefly, then went to another. After several programs they then went to another activity. Other children worked more intently on one program, even returning to it day after day. Sometimes, the adult staff, knowing each child, would introduce a new program. Usually, these were welcomed by the child.

On various occasions, several children worked together on computers. Developmental differences were readily observable. Some children took turns with a math program or a game while others competed for a

turn. In other cases, children assisted one another in completing activities. Children readily selected their favorite software and showed it off to their peers.

Parent/Child Computer Interaction

Originally, it was planned that parents would sign up their children to computer time and just watch. Although this occurred in many cases, in others, unexpectedly, parents took a more active role as participant or learner. Three categories of interaction were noted. In one, parents gave minimal interest in their child's work, arriving to pick up their child and then rushing the child to go. In the second category, parents observed the child for a long time with no or minimal intervention. In a third category, parents provided a greater role in working with the child either asking leading questions, suggesting keys to press, prompting with clues, or selecting software. The most unique observations were of parents who worked with children over four or more sessions. Parents indicated that they learned about their children's development as well as about the computer.

Leadership Activity

Parents were asked to contribute toys, games or ideas of toys and games to buy for the toy lending library. A few parents were involved in the toy lending library, but no parents became involved in the leadership aspect of donating toys or ideas for toys.

Results

For the parent involvement program, 71 parents out of 104 possible parents participated in the activities.

Looking at the parent involvement activities in terms of support (food, pizza and cooking projects), and education (STEP, computer, toy library), the results showed that low- frequency parents (< 4 involvement times) concentrated on only one or two activities, while high-frequency parents (> or = 4) branched out. Of the parents who only participated one time, 73.1% participated in food activities (support) with 60.1% participating in the pizza party (support). The parents who participated in the STEP program (education) also participated in a higher number of types of activities (both support and education) than did the parents who did not participate in STEP. The

STEP parents also participated in more educational activities than the non-STEP parents. The top two categories of activities in terms of number of parents participating were food at 69% and pizza party at 65%.

Discussion

The results show that in order to involve a high percentage of parents, a variety of activities need to be offered. It is especially important to offer support activities to help parents feel comfortable and to get them started in the program. Combining food (support) with other activities also helps parents get involved in educational activities. Providing popular educational activities (computer) at convenient times and for a short duration also helps increase the number of parents who get involved.

TABLE I

LANDERHOLM/KARR PARENT INVOLVEMENT ACTIVITIES

PROGRAM ACTIVITIES

A. Support Activities

Level 1: Basic Parent Support Activities (for the parents themselves)

1. Home visits to help parents.
2. Field trips for parents' information/services.
3. Bus picks up parent for program.
4. Bus takes parent/child for services.
5. Breakfast/lunch provided for parents/children.
6. Coffee/cookies get together for parents.
7. Prizes (books, badges, flowers, food).
8. Parent lounge area with TV.
9. Sewing class.
10. Dance or exercise workshop.
11. Weight watcher's group.
12. Make up or color analysis workshop.
13. Fun Fair.

(table continues)

14. Pizza party at the laundromat.
15. Parent Rock and Roll Night.
16. Parent support group.

Level 2: Parent Support Activities (for parents and children)

1. Special events for families.
2. Potluck dinners/picnics for families.
3. Holiday programs for families.
4. Field trips for parents/children recreation.
5. Movies, plays, performances for families.
6. Softball games for families.
7. Video movies of parents and children.
8. Positive, "happy" notes about child's progress.
9. Make and take workshops (cooking, books, puppets).
10. Positive phone calls.
11. Certificates or thank you notes for parents.

(table continues)

12. Parents' or grandparents' days.

B. Educational Program Activities

Level 3: Educational Activities

1. Teacher requests parent to teach child at home.
2. Home visits to demonstrate teaching.
3. Parent attends school to observe child.
4. Flyers sent out to parents on events.
5. Parent educational meetings on discipline/child rearing.
6. Newsletter to parents.
7. Notebooks sent home with notes on the child.
8. Program provides parent/child interaction time.
9. Bulletin boards for parents.
10. Achievement Awards/Graduation Programs for families.
11. Parent/child lending library.
12. Parent/child computer project.

Level 4: Leadership Activities

(table continues)

1. Programs for parents to teach other parents.
2. Parents volunteer to help supervise children's trips.
3. Parent workshops on how to effect legislation.
4. Parents make materials/snacks for the classroom.
5. Parents volunteer in classroom.
6. Parent planning committees.
7. Fund raisers organized and carried out by parents.

TABLE II

PARENT INVOLVEMENT ACTIVITIES

Total Parents surveyed: 71

Involvement among the different activities:

Activity	Show-Up	Times/Person
Food	150	2.11
STEP Program	61	0.86
Computer	54	0.76
Cooking Project	51	0.72
Pizza Party	46	0.65
Visiting	19	0.26
Lending Library	9	0.13
Offered Ideas	0	0.0
Other	3	0.04

The frequency of parents' participations:

	%	# (total = 71)
Only once	32%	23
2, 3, 4, 5 times	31%	22
6 plus times	37%	26

The percentage of total involvement:

	%	# (total = 393)

(table continues)

Food	38%	150
STEP Program	16%	61
Computer	14%	54
Cooking Projects	13%	51
Pizza Party	12%	46
Visiting	5%	19
Lending Library	2%	9
Other	1%	3
Offered Ideas	0%	0

Average percentage of involvement for each activities - for those parents who participated at least once in each category:

	%	# of times/ # of parents
Food	47%	(2248/49)
Pizza Party	42%	(1947/46)
Computer	30%	(945/32)
Cooking Projects	30%	(902/30)
STEP Program	30%	(537/18)
Visiting	23%	(256/11)
Lending Library	34%	(173/5)

(table continues)

Other	18%	(53/3)
Offered Ideas	0	

Percentage of parents who participated in each category once or more times:

	%	# participants/ # parents
Food	69%	(49/71)
Pizza party	65%	(46/71)
Computer	45%	(32/71)
Cooking Projects	42%	(30/71)
STEP Program	25%	(18/71)
Visiting	15%	(11/71)
Lending Library	7%	(5/71)
Other	4%	(3/71)
Offered Ideas	0	

TABLE III

PARENT INVOLVEMENT HYPOTHESES

Hypothesis I

Low frequency parents concentrated on only one or two activities, high frequency parents branched out.

	Total # of different category	Average # of different category per parent
Low Frequency (< 4)	54	54/36 = 1.50
High Frequency (> or = 4)	141	141/35 = 4.03

Hypothesis II

Food activities (especially the pizza party) attracted more one-time parents.

	# of one-time participants	% among the one-time parents
Pizza	14	14/23 = 60.1%
Food	5	5/23 = 21.7%
Cooking Projects	1	1/23 = 4%
Computer	2	2/23 = 9%

(table continues)

Program	0	0
Library	1	1/23 = 4%
Idea	0	0
Visiting	0	0

Hypothesis III

STEP Program people participated in a higher number of categories of activities (both support & education).

	# of parents	Frequency = # of different categories/ # of participants	Total
STEP	18	76/18 = 4.22	208/18 = 11.56
Non-STEP	53	119/53 = 2.25	185/53 = 3.50

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